This procedure has been developed within the joint context of the system policy *Everyone Matters Behaviour Support Protocols* and an operating philosophy based directly on the ideas of Dr William Glasser and Restorative Practices. It has been developed after consultation with the parent community, teaching staff and other stakeholders.

The Bonython Primary School (BPS) community works together to create a safe and inspiring environment, where children and adults know and feel that they are cared for, accepted, respected and valued.

Effective behaviour support is based on growing strong relationships with all students and the underlying value, Everyone Matters.

Behaviour support refers to the intentional strategies used by teachers to support students to learn community expectations for appropriate behaviour. When teachers consciously plan and implement strategies that structure or modify the environment, foster positive relationships or explicitly teach social and emotional skills they are providing behaviour support to their students.

The essential aspects of the procedure include:

- BPS strives to meet each child's academic, social, emotional and physical needs.
- Each individual is responsible for his/her own behaviour.
- The school is a place of learning, including behaviour, positioning students for lifelong success.
- The policy is a reflection of societal norms, values and expectations.

Developing a common language for teachers and students to talk about what are appropriate behaviours and what are inappropriate is important. The relational questions of Restorative Practices will guide discussion and negotiation.

The language is explicitly taught through:

- negotiation of classroom rules (which are displayed)
- classroom meetings and circle time
- a focus on values in the curriculum
- cooperative learning activities
- development of behaviour plans
- whole school assemblies including BPS and leadership awards
- learning intentions
- the peer mediators program
- teacher/student conferencing
- Restorative conferencing in classrooms and on the playground

Three types of strategies are considered when formulating behaviour support:

- universal (whole school and classroom)
- selected (identified groups in the student population)
- targeted (individuals)

The following flowchart gives an overview of the strategies implemented at BPS.

Implementing universal strategies improves school culture and nurtures a learning environment to which all students feel they belong. Teachers work with parents to ensure the best outcomes for all students. Each case is considered on an individual basis. In order to obtain a full picture of incidents, witness statements (verbal
and/or written) are sought wherever possible, so that teachers can determine a fair outcome that reflects the BPS Everyone Matters Behaviour Support Procedures.

An important focus is empowering students to deal with situations by discussing alternative behaviours and actions.

For some students, selected support may be required to develop or refine their behaviours to ensure continued success.

To support selected students, teachers:

- negotiate individual behaviour action plans
- use rethink time to discuss playground issues
- develop individual success plans with students that support all learning
- use peer mentors in the classroom and on the playground
- discuss issues with the Special Needs team
- make connections with other staff including the Chaplain and the Counsellor

A few students may require additional targeted strategies to develop and refine their ability to self manage behaviours. Targeted strategies build on and complement universal and selected strategies. Such individualised strategies may include:

- negotiation of response plans
- development of targeted learning plans that are shared with parents
- referral to Student Support Services
- using outside agencies to support students, parents and the school
Implementation: Classroom and Playground Procedures

Universal Strategies

Successful classrooms and playground

Negotiate classroom rules
Publish playground areas & expectations

Selected Strategies

Unacceptable behaviour

Warning/s

Time-out in own classroom/unit
or playground consequence with duty teacher

Specialist Resources
Anti Racism Officer
Anti Sexual Harassment Officer

Playground

Time out with Executive teacher: Rethink time
Student sent with blue slip

Intervention to ensure successful return to playground
Record on MAZE

Classroom

Time out in another unit with pre-arranged teacher and work sent.

Return for conferencing/behaviour plan with classroom teacher

Counselling before return to classroom or playground

Repeated behaviours

Time out with Executive teacher

Extended time out Eg one day

Formal suspension

N.B. The move from one step to another will depend on the nature of the behaviour and the student’s ability to act within the school’s behaviour management policy.
Explanation of terms

Relational Questions

The following questions are an important feature of Restorative Practices and are used by teachers when discussing an incident:
- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who or what has been hurt?
- What should happen to make things right?

If a restorative conference is needed, these questions guide teachers to restore and rebuild relationships. Teachers carefully conduct these conferences after a thorough picture of the incident has been obtained through discussion with all parties involved, including witness statements.

Rethink Time

The purpose of Rethink time is to enable students to focus their attention on their inappropriate playground behaviour. A referral to an Executive teacher using a Blue Slip will mean a student is counselled and then a commitment or plan is negotiated about a return to the playground. It may take more than one session in Rethink time before a return to the playground may occur.

Playground Interventions

There are a range of interventions that are designed to scaffold student success. These may include:

- enrolment in lunchtime clubs
- working in the library at lunchtimes
- staying with the duty teacher
- time out at a designated spot
- Rethink time with the Executive team
- restricted play areas
- community service
- staggered return to the playground
- monitoring card for the playground

Blue Slips

Blue Slips or Playground Incident Slips are provided for duty teachers to briefly record a playground incident. The students involved are sent to the Executive team with this slip for action.

Behaviour Plans

These plans are designed to give an overview of a student’s behaviour and use the Restorative relational questions to determine a plan for success. An appropriate consequence and/or steps to ensure a positive outcome are negotiated. The student and classroom teacher create the plan together and the plan remains with the teacher for reference.

MAZE entries

Records of behaviour, both positive and negative, are recorded onto the MAZE database. This keeps track of individual student behaviour and becomes a reference point for implementing strategies. It enables teachers to refer to previous incidents and consequences to maintain a consistent yet flexible approach.